

Name	Julie Morrison
School	Garfield Elementary
Course	Dance and Music
Lesson	Looking at different cultures and how music from differing cultures changes movements, meaning and mood

Sample Humanities Lesson Plan Visual and Performing Arts

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area:

Cultural Context

Historical Context

Interrelationship of Arts

Cross Cultural Relationship

Content Knowledge: Compare and contrast dance and other art forms associated with specific groups of people, geographic regions, or time periods.

Explain the objective(s) of this lesson:

The student will:

- Work in small group structure
- Follow directions and use teamwork skills
- Make up a series of movements as a group
- The movement will consist of level changes, dynamic changes and rhythm changes.
- Perform these movements to both silence and a variety of music
- Be able to discuss how music changed the mood of the dance
- Be able to articulate the specific changes that music from different cultures created in the performance.

Describe the activity that will help students fulfill the lesson objective(s):

- The teacher will walk a pattern and return to the beginning. The class will

<p>then copy what they have seen. It is important to point out that the student must show individuality with each suggestion and addition to the dance. Keep repeating the pattern adding an arm gesture, level change, dynamic change or rhythm change. A movement phrase begins to develop.</p> <ul style="list-style-type: none"> • Break into groups of 4-5 students. Using what each student has just made up during the practice phase, have the students create one dance using some or all of the movements. Give a time for development and practice. • Have each group perform for the class as a whole in silence. • Repeat the dance adding generic music. • Repeat the dance using another type of music from a specific culture, such as China, Mexico, Israel, etc.
<ul style="list-style-type: none"> • Notes:
<ul style="list-style-type: none"> • In older grades just verbally instruct the students in making their movement phrase.
<ul style="list-style-type: none"> • Discuss with the dance group how music from differing cultures changed their dance...was the tempo different? Rhythm? Was the space used differently? Could the same dance be used with the different cultures, or did it have to change somehow? What were the significant differences between the dances when the music changed?

<p>Suggested Materials:</p> <ul style="list-style-type: none"> • Boom box • Multi-cultural music selections from around the world • Music selections from movies sound tracks • Dance pattern ideas
<p>Student/teacher preparation required:</p> <ul style="list-style-type: none"> • Teacher needs to have some dance background • No student preparation required
<p>Length of lesson: Approx. 1 hr</p>
<p>Assessment used to measure objective(s):</p> <ul style="list-style-type: none"> • As each group performs their dance and discusses the questions the teacher can accurately decide if the dance and music concepts have been understood.

<p>1. Ideas for coordinating with other subject areas:</p> <ul style="list-style-type: none">• Discussion of shapes – geometry, math• Cultural background of music – social studies• Music

Name	Julie Morrison
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Course	Dance and Music
Lesson	Creating an original dance

Sample Humanities Lesson Plan

Visual and Performing Arts

STANDARD TWO: Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Target Area:

Reasoned Argument/Informed judgment (analysis of the arts)

Philosophical/Aesthetic Issue (demonstrate meaning and importance of the arts, use arts vocabulary)

Ethical Issue (legal, moral implications of the arts)

Content Knowledge: Identify ways in which the principles of other disciplines relate to movement and dance.

Discuss the process and effort in developing an idea into a dance work.

Explain the objective(s) of this lesson:

The students will:

- Work in small group structure
- Follow directions and use teamwork skills
- Make up a series of movements as a group
- The movement will consist of level changes, dynamic changes and rhythm changes.
- Perform these movements to both silence and a variety of music
- Be able to discuss how dance can be described using other content area language like math words, art vocabulary, feeling language, etc.
- Be a good audience

Describe the activity that will help students fulfill the lesson objective(s):

The class will make up their own pose.

Repeat pose one and add pose two.

Repeat pose one, two and add three.

And so on until five poses are created and then practice the whole piece until it can be recreated pretty easily.

Then, the class will put transitions between the poses...for example:

Pose one, curvy movement into pose two, slowly into pose three, quickly into pose four and straight movements into pose five.

Practice several times.

Half the class did their poses while the other half watched, then the sides switched.

At this point the class as a whole discussed math words, language words, art vocabulary that might describe the movements, or the dances as a whole. The other half of the class used feeling words, meaning words to describe the movements or the dances as a whole. The class, still split in half then danced their dance to silence, then to a piece of music with a specific style, such as country, rock, gospel, classical etc. The sides switched again, and a different style of music can be played, or the same style and the different discussion ensued, using the prescribed language as outlined above.

Notes:

- Try to get the students to pick up on the “Language” you are trying reinforce. If you want them to name shapes, try to get them to “see” the shapes in the dances.

Suggested Materials

Boombox

Many differing styles of music

Dance and pose ideas ready for example

Student/teacher preparation required

- Teacher needs to have art language, math language, feeling words and meaning words in their background knowledge.
- Students need not prior preparation.

Length of lesson: 45 min

Assessment used to measure objective(s)

The teacher can observe and note the participation level of each student as well as gauge how well the discussions go according to the directions above. If the students are on task and following directions it is very clear how to assess.

Ideas for coordinating with other subject areas

- Math language
- Art vocabulary
- Feeling and meaning language

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Lesson	Applying dance principles

Sample Humanities Lesson Plan
Visual and Performing Arts

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Dance and Music

Content Knowledge:

Memorize a set pattern of movement
Recreate a rhythmic pattern in movement.
Initiate spontaneous movements to different stimuli

Target Area:

Interpret/perform work

Create work of art

Demonstrate behavior

Explain the objective(s) of this lesson:

Students will:

- Work in small group structure
- Follow directions and use teamwork skills

- Make up a series of movements as a group
- The movement will consist of level changes, dynamic changes and rhythm changes.
- Perform these movements to both silence and a variety of music
- Be able to discuss how music changed the mood of the dance
- Be able to articulate the ideas and effort involved in developing the piece.
- Be a good audience

Describe the activity that will help students fulfill the lesson objective(s):

Begin class with some stretching and warm up poses.
Ask the class to make up five poses of their own.
Then integrate some transitions between the poses, if the class has done some dance before, let them decide their transitions. Otherwise give some ideas for the transitions.

The teacher leads the whole groups through a set of dance patterns.

As follows: (To the music “My Big Fat Greek Wedding”)

- Swing arms in huge arc (four times)
- At top of arc clap hands once (four times)
- Hands on hips, leading with right foot to the right, turn in a circles (four beats)
- Repeat going to the left, arms sweeping at waist level (four beats)
- Lunge forward right foot out, sweeping hand in a forward arc, hold (four beats)
- Repeat on left side (four beats)
- Swing arms in huge arc like the beginning (four times)
- At top of arc clap hands once, do this three times, on third time hold hands clasped over head (four beats).
- When music repeats, repeat dance

The idea is to make the dance fluid and work as the whole does this movement. The other goal is to appear as Greek as possible. Using Greek gestures.

Once the dance is learned, ask the students to replace on movement in the dance with one of their own, making it as Greek as possible.

Have the students perform their one movement for the class and decide which one to fit into the dance.

Notes:

- Ask questions of the group regarding how space was used, was the dance symmetrical, asymmetrical, was there rhythm?

- Discuss how the music pieces changed the mood, meaning tempo and symmetry of the dance.

Suggested Materials

Dance movement either memorized or written out so the instructor can teach the pattern.

Boombox

“My Big Fat Greek Wedding” Soundtrack

Student/teacher preparation required

- Teacher needs to know the dance and how the music fits the dance before teaching anything to the students.
- Students need some background in Greek culture in order to add their own piece.

Length of lesson 45 min – 1 hr.

Assessment used to measure objective(s) Observation of students being on task.

Performance of individual pattern to add to dance

Articulation of Greek culture

Ideas for coordinating with other subject areas

Social Studies – Study of Greek culture and Greece in general

Geography - Greece